

A, 3

- The writing in this response is focused on the topic. The student clearly states a position in favor of Internet access (*that's propostrous and it should illegal for the school not to provide Internet access*).
- The organizational plan consists of a formulaic structure, with an introduction that previews the supporting ideas, three body paragraphs, and a brief conclusion that reviews the supporting ideas. The response includes basic transitions.
- Development is uneven, with adequate support in the first (*check my Daily upgrade grades and keep track of what I need to improve on. For example if I got a F in one of my classes I could really step my game up in that class an bring it up to an A*) and second body paragraphs. The third body paragraph includes general extensions about Albert Einstein (*and I will know everything about him . . . I would have to read books after books to know about him*). While word choice is generally adequate, sudden bursts of elevated language result in an inconsistent and contrived tone (*Second, we use the internet for a cornocupia of Reasons. When I'm at lunch I Just wanna Relax*).
- Some errors occur in the conventions of usage and mechanics (*I dont support the idea of banning the internet for a stunning amount of Reasons, first because I need edline, second so I can Relax, third is to gather information*).

B, 2

- The student addresses the topic with a position favoring Internet access (*me I think schools should have internet access*).
- The formulaic organizational plan includes an introduction, three rambling body paragraphs, and a conclusion. The student uses basic transitions at the start of each body paragraph (*First, Secondly, Third*), but the information in each paragraph lacks a logical progression.
- Development of support includes some extended ideas (*And it would take a lot, longer Than it would Have if you had internet. you can look un information in a Blink of an eye . . . with internet*) and some repetitive information.
- Frequent errors in the basic conventions of sentence structure, mechanics, usage, punctuation, and spelling detract from the meaning.

C, 4

- The writing in this response is focused on why Internet access should be taken away.
- An organizational pattern is apparent, with an introduction, body paragraphs, and a conclusion, maintaining the persuasive intent of the response. The transitional devices between and within the paragraphs guide the reader along (*They put these tools here so they can better our learning. For example, students say they need to go to the library to finish a book report or take a test online and they go play games all period*).
- Support is consistently developed across the response, with more specific support in the second body paragraph (*students are going on bad sites they know they arent supposed to. Sure the school systems can block these sites, but their is always ways around that. Students Just simply go to a proxy site, put in what site they want and boom the proxy goes through*).
- Variation in sentence structure is demonstrated, and though some errors occur, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

D, 6

- This purposeful response is focused on the task and reflects insight into the writing situation. The writer argues that students should not be given Internet access in libraries.
- A logical progression of ideas is employed in the organizational pattern. The student sets up the objection to Internet in libraries in the effective introduction, and carries that argument throughout the response, finishing with a persuasive conclusion.
- Development of support is substantial throughout, providing specific, concrete details (*Students shouldn't be in the library to hurry on to youtube.com to watch videos and distract the rest of the library that is actually attempting to complete their assignments*) and demonstrating a commitment to and involvement with the subject (*Removing the internet can make sure students don't use the internet for the wrong reasons and it will teach students how to do actual research and use their brain, rather than cut and paste someone else's work*).
- Sentence structure is varied, adding compositional facility to the response. Few errors occur in conventions.

E, 1

- The writing in this response attempts to focus on the idea that school libraries should provide Internet access for students, but some of the information is list-like (*Teachers have to get internet too. The internet is very essential in schools*).
- Although a minimal attempt to organize is suggested by the brief introduction followed by a body paragraph that includes a one-sentence conclusion, the insufficient amount of writing does not provide evidence of effective organization.
- Development of support consists of bare statements (*Teachers have to get internet too*) and an extended idea (*because sometimes we got project to do and some students doesn't have computers at home. How we can do Homework and project if we dosen't have internet in the school libraries*). Word choice is limited and vague.
- Sentence structure is awkward, and frequent errors in mechanics, usage, and punctuation are present.

F, 5

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access.
- Organizationally, the response presents a logical progression of ideas. This progression helps the reader understand the writer's unifying point that the Internet is valuable to students, and society will demand familiarity with computers. The sound introduction and conclusion contribute to a sense of completeness.
- Support is consistently developed through ample use of specific details and examples (*Using the internet a student can go through and quickly pick out the webpage that they want and use it. In a book the student must go through the pages and read a lot more to get the same information*). A mature command of language is demonstrated (*Other critics may say that they should be getting information through literature . . . In the end theres not any really respectable reasons*).
- Variation in sentence structure provides smooth, natural phrasing, allowing for emphasis of critical points. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

G, 4

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access.
- An organizational pattern is apparent, and is strengthened by the use of transitional devices (*To start with, Another privilege, For example, Lastly*) that guide the reader through the text.
- Development of support is consistent, though sometimes lacking in specificity (*Educational games teaches and may help students on certain struggles they have. Games that are educational are not only fun but, students learn something as well*). Word choice is adequate, and there is some variation in sentence structure.
- Though a few errors are present, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

H, 5

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access.
- An organizational pattern is evident, strengthened by the use of transitional devices both between and within paragraphs. The organizational structure is also supported by a strong introduction and conclusion, which contribute to its sense of completeness.
- The main ideas are developed with ample details (*Combined with other programs word, Power Point, Excel. . . , the internet has become a powerful learning iterface. Buissness quality presentations along with internet research give a student an advantage in any class*), and specific examples provide further development (*The firewalls of today are a lot stronger than that of five years ago*). Some of the student's relevant, concise support helps the reader construct a mental image (*a student is doing a research report on dinosaurs He can get accredited information from a web site, then see how people react to the information*). A mature command of language is demonstrated throughout the text.
- The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

I, 6

- The writing in this response is focused and purposeful in its argument that it would be foolish to deny students Internet access in libraries.
- The organizational pattern provides for a logical progression of ideas, enhanced by the use of effective transitions between and within paragraphs. Shorter body paragraphs do not detract from the completeness of the piece taken as a whole. Each paragraph addresses and progresses the theme of the Internet as the most helpful resource.
- An involvement with the subject is evident through the development of ideas, consisting of relevant, concrete examples (*They are worried that if the internet and the books were put side by side, then the internet would win the comparison, and people would stop reading. . . . The portability of books plus the simple love for having a physical copy of something means books will always be around*). A mature command of language with freshness of expression is exhibited as the writer clarifies meaning through pointed examples (*The dewey decimal system has never been so convenient*).
- Sentence structure is varied, and few conventions errors are present.

J, 3

- The writing in this response is focused on the topic, establishing a position in favor of Internet access.
- An organizational pattern is apparent, but awkward transitional devices are used (*First, Secondly for why I think, Last for why I think*). The rhetorical question that ends the response does not contribute to a sense of completeness.
- Development is uneven; the first body paragraph provides some general extensions (*How would I get data and Information? I wouldn't be able to get all the answers from my head, and books Dont always have answers*), followed by more specific, layered development in the second body paragraph (*Say you wanted to Just get away for a couple of weeks . . . you could use the Internet and find a place and Directions. . . . But Don't for get Emergencies. If a friend or family members in need of help . . . you could go to the internet look for a hospital and go*).
- The conventions of usage are generally followed. Some errors in mechanics are present.

K, 2

- The writing in this response addresses the topic, with a position in favor of Internet access (*In conclusion, I believe that students would do better in school with Internet access*).
- An organizational pattern is attempted, though the lack of paragraphing makes it difficult to follow. Within the response, the organizational plan includes a somewhat confusing introduction due to transitions that usually signal body paragraphs (*First, Next, In conclusion*), some supporting ideas, and a rudimentary closing statement (*Those are my reasons why I think Internet access should be provided in the school libraries*).
- While development of support includes an extension (*It even shows pictures which that helps the students who are visual learners like myself. For me it is easier to look at than to hear it over and over that's why I use the Internet because I understand what I am studying even more*), rambling ideas are also present.
- Some errors occur in the basic conventions of sentence structure, mechanics, usage, and punctuation (*Technology is everything especially with teens I think that students would learn better also faster with Internet rather than reading a book and memorizing line by line*).

L, 2

- The writing in this brief response addresses the topic by taking a position in favor of Internet access.
- The attempted organizational pattern includes a number of sentences, which are not indented, each one starting on a new line. This halting format leaves the response without a sense of an organization, although it does contain an introduction and a minimal conclusion. Basic transitions introduce the main supporting ideas.
- Development of support includes both an extended idea (*Second, we can find information very fast. reading books takes longtime. but using Internet is very quikly. Just type the words about the information. You can find all things*) and erratic, non-specific information (*It has the most information. Although we can find it to read the book. but It has a limit*). The lack of organization and awkward phrasing of the support make the content of the response confusing.
- Errors in usage and mechanics sometimes impede understanding (*It is contradiction to stop to use internet – because they abuse it. It is not correct for any reason*).